
GCSE ENGLISH LANGUAGE (8700)

Paper 1 Explorations in creative reading and writing

Insert

The Source that follows is:

Source A: 21st Century prose fiction

Glass, Bricks and Dust by Claire Dean

An extract from a collection of modern fantasy stories and fairy tales first published in 2013.

**Please turn the page over
to see the Source**

The main character in this short story is a boy, though we don't get to know his name or age. At this mid-point in the story, he is playing amongst some rubble on the site of a demolished building. Everything seems normal to begin with, however....

1 One evening, the boy was crouched on top of the mound making a new town out of a heap of broken glass. He liked this time of day best – after tea, before bed. The air seemed to get grainy as its colour changed from vinegary yellow to candyfloss blue. He could rub it between his fingers like dust and slow time down. At the top of the mound he was in charge and he didn't want to go
5 home to bed. He collected green glass shards¹ and broken brown bottle necks. He tumbled fragments of old window in his hands like shattered marbles. He pushed the glass into the mound, making houses, balancing roofs on them, building towers. The last of the sunlight caught and glinted in the tiny glass walls.

10 More of the black birds than he'd ever seen before rushed overhead and gathered on the lamppost. The orange light hadn't yet switched on but the shadows were growing. He heard nine chimes of the town hall clock. For a moment, the lamppost looked like a tall thin man wearing a large black hat. When the man turned towards him, he looked like a lamppost. The man had a greyish-green coat speckled with rust and a black hat that quivered with beaks and feathers. The man didn't need to climb the mound; he was face to face with the boy with his feet still planted in
15 the pavement.

16 'What are you making?' asked the man.
The boy didn't answer.

'Every child is always making something. Shake them out and they're full of dust and dreams.'
The boy stood up, ready to run, but then he remembered that at the top of the mound he was
20 king. He dug his heels into the rubble.

'I'm making a new town, better than this one. The sun can shine in through the walls. The buildings look grander. It'll be a great glass city.'

'All it needs is people,' said the man.

'Yes, it needs people,' said the boy. And when he looked down, tiny creatures were scuttling
25 beneath the glass roofs. They looked like ants or spiders, but the sky was darkening and the creatures were moving too fast to be sure. He looked to the man but there was only the lamppost and as its orange light snapped on, the birds launched into the sky.

The boy plunged down the mound and ran, hoping he wouldn't get told off for being late home. Before he reached the end of the street he knew something was wrong. The world was too quiet.
30 Where were the sounds of cars? Of footballs being kicked against walls? There were no shouts from parents calling everyone in.

'Mum?' He pushed open their front door. The house was in darkness but the telly was switched on. His mum wasn't in any of the rooms. A half-drunk cup of tea had been left on the arm of the settee.

35 The boy thundered back along the silent streets. He stood in the orange light beneath the lamppost. 'Give them back,' he shouted.
Nothing happened, although he could hear the rustle of feathers coming from the darkness above the light.

The boy ran to the top of the mound. 'Give them back!'

40 'But I haven't got them,' The man's face glowed. 'You have.'

In the gloom, it was hard to make out the tiny creatures beneath the glass roofs. They were no longer moving. The boy couldn't be sure what was a particle of rubble and what was a person sleeping in their broken-glass house. 'How do I get them back?' he asked.

But the man was a lamppost again.

Glossary

¹shards - sharp pieces or fragments

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE ENGLISH LANGUAGE (8700)

Paper 1 Explorations in creative reading and writing

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** – provided as a separate insert

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark of this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

Advice

- You are advised to spend about 15 minutes reading through the Source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

Section A: Reading

Answer **all** questions in this section.
You are advised to spend about 45 minutes on this section.

0 1 Read again the first part of the source, from **lines 1 to 7**.

Answer **all** parts of this question.

Tick (✓) **one** box for each question.

0 1 . **1** What time of day does the boy enjoy the most?

In the evening, when the light hits the mound

☐

In the evening, after tea but before bed

☐

In the evening, when he goes to bed

☐

[1 mark]

0 1 . **2** How does the boy feel on the mound?

Vulnerable

☐

Confident

☐

Scared

☐

[1 mark]

0 1 . 3 What types of glass does the boy collect?

Green glass shards and brown bottle necks

☐

Clear glass shards and brown bottle necks

☐

Green glass shards and blue bottle necks

☐

[1 mark]

0 1 . 4 What does the boy do with the glass?

Shatters it on the mound

☐

Pushes it into the mound

☐

Balances it on the mound

☐

[1 mark]

4

He tumbled fragments of old window in his hands like shattered marbles. He pushed the glass into the mound, making houses, balancing roofs on them, building towers. The last of the sunlight caught and glinted in the tiny glass walls.

How does the writer use language here to describe the boy playing in the evening?

- words and phrases
- language features and techniques
- sentence forms.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This text is from the middle of a short story.

How has the writer structured the text to create suspense?

- how suspense has increased or decreased by the end of the source
- how the writer uses structure to create an effect
- the writer's use of any other structural features, such as changes in mood, tone or perspective. **[8]**

[8 marks]

[illegible]

In this part of the source, the boy's game coming to life creates a darker and more chilling tone.

In your response, you could:

- [20 marks]**

[illegible]

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

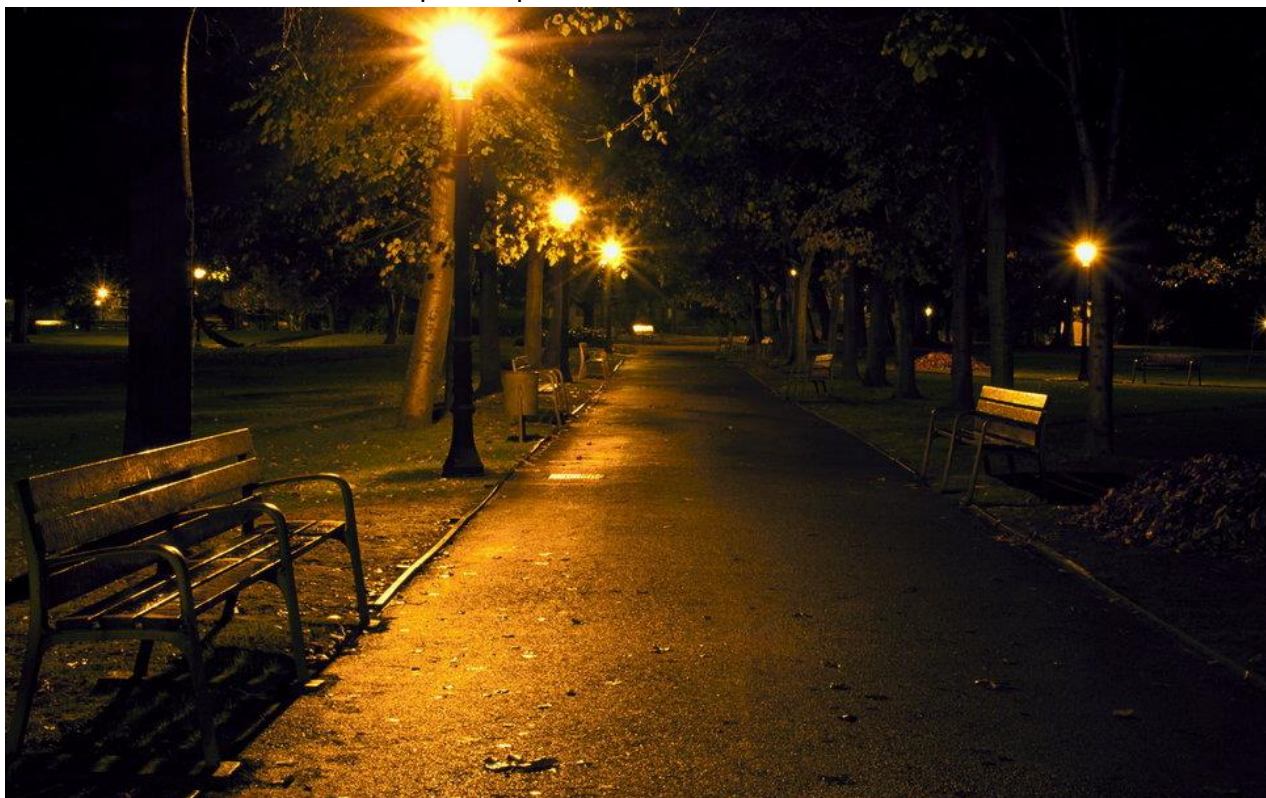
You should leave enough time to check your work at the end.

0	5
---	---

You have been invited to produce a piece of creative writing about how children play imaginatively.

Either:

Write the opening of a story set on a dark night from your imagination. You may choose to use the picture provided for ideas.



Or:

Write the opening of a story about a game that goes badly wrong.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

END OF QUESTIONS

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Acknowledgement of copyright holders and publishers

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Copyright © 2016 AQA and its licensors. All rights reserved.